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ABSTRACT

The guidelines and standards for professional masters degree programs in public affairs and public administration are designed to provide criteria for evaluating educational and training programs as well as for measuring the competencies of public managers. The applicability, objectives, and program content of the guidelines are stated in the introductory material. A matrix of professional competencies of graduates of public affairs/public administration programs and of public managers is presented with emphasis on program format, composition and qualifications of faculty, student admission policies and services, program organization and jurisdiction, and facilities. Recommendations for the implementation of the guidelines and standards are also given. (MJM)

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GUIDELINES AND STANDARDS FOR PROFESSIONAL MASTERS DEGREE PROGRAMS IN PUBLIC AFFAIRS / PUBLIC ADMINISTRATION

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NATIONAL ASSOCIATION OF SCHOOLS OF
PUBLIC AFFAIRS AND ADMINISTRATION

WASHINGTON, D.C.

1974

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The National Association of Schools of Public Affairs and Administration (NASPAA) is a professional education association dedicated to the advancement of education and training in public affairs and public administration. Composed of 130 schools and programs, NASPAA serves as a national center for information about programs and developments in this field. It fosters goals and standards of educational excellence, and represents the concerns and interests of member institutions in the formulation and support of national policies for education in public affairs/public administration. It cooperates with governmental organizations, professional associations, and national public interest groups to improve the quality of public management. NASPAA is affiliated with the American Society for Public Administration, a national organization for those interested in advancing the public service at all levels of government.

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Introduction

Guidelines and Standards for Professional Masters Degree Programs in Public Affairs/Public Administration were unanimously adopted by the delegates to the annual conference of the National Association of Schools of Public Affairs and Administration held in Syracuse, New York, on May 5, 1974. Although primarily directed to various facets of the educational process, the Guidelines and Standards are designed to foster the development of the overall profession of public management. Thus, they are relevant to four constituencies, namely: (1) students, (2) educational institutions, (3) public service employers, and (4) the public management profession.

The Guidelines and Standards are not prescriptive; they set forth goals to be attained rather than requirements to be imposed. They provide criteria for evaluating educational and training programs in public affairs/public administration as well as for measuring the competencies of public managers. They are sufficiently broad and flexible to be applied to all professional masters degree programs irrespective of size and specialization and to all public managers irrespective of the level of government or the functional area of specialization. The Guidelines and Standards also help to demarcate the professional boundaries of the field of public affairs/public administration so that education and training can be more sharply focused and pertinent.

The Guidelines and Standards will be widely distributed. NASPAA encourages students, educational institutions, employing jurisdictions and practitioners to use them in their respective evaluation processes. Within the limits of its resources, NASPAA is prepared where requested to provide technical advice and assistance. NASPAA hopes that the Guidelines and Standards will engender more cooperative relationships and actions among all who are concerned with improving the quality of public management.

Guidelines and Standards for Professional Masters Degree Programs in Public Affairs/Public Administration

These guidelines and standards have been established to improve the quality of public affairs/public administration programs for the purpose of providing more competently trained managerial personnel for the public service. Although focusing upon the educational process for the professional masters degree, they are designed to serve several constituencies, namely:

- *Students*, both preservice and inservice, who wish to identify appropriate educational institutions and programs in which to enroll for professional training. These guidelines and standards can be related to program descriptions found in college catalogues and will provide students some comparative measure of the content, emphasis and calibre of respective degree programs.

- *Educational Institutions* which are seeking to establish new professional masters degree programs or to enhance the quality of existing programs in public affairs/public administration. For these institutions the guidelines and standards provide criteria for evaluating the various facets of a program and for denoting ways for improving the educational process and student product. It should be emphasized that these guidelines and standards do not constitute provisions for accreditation nor do they impose any specific institutional requirements; instead they should be viewed as criteria for fostering and aiding institutional self-appraisal.

- *Public Service Employers and Jurisdictions* that are endeavoring to measure the competencies of graduates of respective professional degree programs for specific positions and career service development. These guidelines and standards will enable those who employ the graduates to compare the nature and content of different educational and training programs for the purpose of determining which institution best serves their employment needs.

- *The Public Management Profession* which is striving to improve the quality of the public service through the training and development of better public managers. These guidelines and standards set forth the common attributes of a professional public manager and provide yardsticks whereby individuals can measure their own administrative qualifications and competencies.

Applicability

These guidelines and standards are designed to apply to professional masters degree programs in all schools, departments, programs, and other organizational units which have as their objective the education and training of competent managers for the public service. They also apply to program specializations (e.g., urban affairs, health administration, criminal justice, international administraion, etc.) which feature the training of public managers for specific functions or levels of government.

The guidelines and standards are not applicable to professional schools and programs where training in administration is peripheral to the training of subject matter specialists. However, they are pertinent to joint programs combining managerial training with subject-matter specialization, whether these joint programs are or are not located in the same organizational unit.

Although established for professional masters degree programs, these guidelines and standards also are relevant for professional undergraduate programs, continuing education programs or other training efforts that focus upon the preparation of qualified public managers. Standards of managerial competency for the public service remain the same irrespective of the form or level of instruction. Moreover, masters degree programs draw students from undergraduate levels and feed into doctoral studies and continuation learning so that the relationships of all public managements training programs regardless of level should be kept in perspective.

Objectives

These guidelines and standards are designed to promote the following objectives:

- To foster a professional focus and approach to public affairs/public administration education and training in contrast to a liberal arts focus and approach which presently prevails for many programs. The professional masters degree should be specifically directed to the preparation of practitioners who will be potentially qualified, by virtue of education, outlook and commitment for managerial positions in the public service. Every phase of the program, beginning with student admissions and the qualifications of faculty, through program content, instructional patterns, counseling and placement, should reflect a professional identity, orientation and thrust.
- To foster professional programs which will provide graduates with specific competencies for public management. These programs should incorporate the knowledge, skills, values and behavior essential to the successful practitioner. The degree to which a student

attains professional competency will be some measure of how well guidelines and standards have been applied.

- To develop close professional relationships in all aspects of public service training and personnel development between employing jurisdictions and educational institutions. The education of public managers is a continuous and lifelong process beginning with preservice training and continuing through various stages of an individual's professional career. Constant interaction and dovetailing of training requirements and capabilities is essential between educational institutions and employing jurisdictions if the education is to be effectively accomplished and the nation's needs for professionally trained managerial manpower are to be met.
- To identify the distinguishing elements of managerial training programs for the public service in contrast to those programs training for business and other segments of private enterprise. The particular attributes of public service management must be featured and emphasized in public affairs/public administration programs if the training is to be of optimum value for governmental employment.
- To provide benchmarks for the relationships of masters programs in public affairs/public administration to other professional schools and related programs. Professional guidelines and standards will clarify the respective training responsibilities between public affairs/public administration programs and other professions and will establish the basis for better institutional cooperation. Clarification of training roles and responsibilities among professions will help to provide a sound basis for building stronger career development programs for various areas of specialization within public service jurisdictions.
- To develop understanding of the scope and character of quality programs in public affairs/public administration with educational institutions. These guidelines and standards should provide useful information and criteria to educational administrators and faculty for resolving issues of organizational status, facilities and resource base.

Program Content

Educational programs in public affairs/public administration should be designed to provide graduates with professional competencies for careers in public management. A public manager's professional competence rests upon four basic elements: (1) knowledge, (2) skills, (3) values and (4) behavior. The content of each of these elements should be consciously integrated into professional degree programs if potentially qualified managerial personnel are to be produced for the public service.

To provide educational institutions with common standards for program evaluation and development, the constituents of an academic/training program are set forth in the following matrix. The subject matter of the matrix should constitute the core of any professional degree in public affairs/public administration including program specializations (e.g., urban affairs, health administration, criminal justice, international administration, etc.) which emphasize managerial training for public service. The matrix encompasses qualifications desirable for all public managers irrespective of the level of government or the functional area of administration. It may also be applied to the public administration systems of other nations where democratic institutions and values prevail.

MATRIX OF PROFESSIONAL COMPETENCIES OF GRADUATES OF PUBLIC AFFAIRS/ PUBLIC ADMINISTRATION PROGRAMS AND OF PUBLIC MANAGERS

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PART I – SUBJECT MATTER AREAS*

	Knowledge	Skills	Public Interest Values	Behavior
A. Political, Social & Economic Context	I–A–1	I–A–2	I–A–3	I–A–4
B. Analytical Tools: Quantitative and Non-Quantitative	I–B–1	I–B–2	I–B–3	I–B–4
C. Individual/Group/ Organizational Dynamics	I–C–1	I–C–2	I–C–3	I–C–4
D. Policy Analysis	I–D–1	I–D–2	I–D–3	I–D–4
E. Administrative/ Management Processes	I–E–1	I–E–2	I–E–3	I–E–4

PART II – PROGRAM SPECIALIZATIONS

A. Level of Government	A–1, 2, 3, 4
B. Public Function	B–1 through 13

*For content of matrix, see matching outline on the following pages.

Part I – Subject Matter Areas

A. Political-Social-Economic Context

1. Knowledge of:

   a. Cultural and social mores and patterns.
   b. Political values and processes.
   c. Governmental institutions, powers and relationships.
   d. Economic systems, incentives and controls.
   e. Environmental factors and resource availabilities.

2. Skills in:

   a. Analysis and interpretation of political-social-economic forces and trends.
   b. Application of political-social-economic knowledge to solution of public problems.
   c. Evaluation of the political-social-economic impact and consequences of administrative policies and actions.

3. Public Interest Values represented by knowledge of and commitment to:

   a. Democratic traditions and practices, constitutionalism and the rule of law.
   b. The purposes and limitations of government as an instrument for fostering social and economic progress.
   c. Access for individuals and groups to centers of power and decision making.
   d. The political direction and responsibility of administration and administrators.
   e. Standards of official/personal conduct and ethics.

4. Behavior represented by:

   a. Tolerance of diverse views of other persons and groups.
   b. Capacity to adjust to complex political-social environments and situations.
   c. Ability to function as a social/organizational change agent.
   d. Participation in public action programs, e.g., community development projects, citizen advisory groups, etc.

B. Analytical Tools: Quantitative and Non-Quantitative

1. Knowledge of:

   a. Quantitative decision methodology; e.g., accounting, parametric and non-parametric statistics, linear programming, modeling, etc.

b. Electronic data processing and information systems.
c. Systems and procedures analysis; e.g., organization surveys, work measurement, etc.
d. Behavioral science methodology; e.g., sociometric surveys, value analysis, leadership assessment, etc.
e. Legal processes and controls.

2. Skills in:

a. Logical analysis and diagnosis.
b. Research design and application.
c. Computer utilization and application.
d. Application of quantitative and non-quantitative methodology to organizational situations.
e. Oral and written communications and presentations.

3. Public Interest Values represented by knowledge of and commitment to:

a. Objectivity and rationality in the conduct of public affairs.
b. Utilization of science and research to foster public purposes.
c. Impartial inquiry and investigation of public needs and problems.
d. Openness in communication and interpretation of data and findings to the public.

4. Behavior represented by:

a. Involvement in data gathering and problem solving exercises.
b. Familiarity with public documents, legal sources and forms of administrative communications.
c. Preparation of correspondence, reports and position papers.
d. Participation in professional associations, internships and other forms of experiential learning.

C. Individual/Group/Organizational Dynamics

1. Knowledge of:

a. Individual and group behavior; e.g., individual motivation, dynamics of groups, modes of leadership, etc.
b. Organization structure, process and dynamics; e.g., models, authority, development strategies, decision making, etc.
c. Communications theory and process.

d. Professionalism and public service; e.g., evolution of public services, roles and standards of professions, characteristics of bureaucracies, etc.

2. Skills in:

a. Personal motivation and leadership.
b. Interpersonal and group relationships.
c. Identification and analysis of political and organizational power.
d. Application of appropriate models of organization, leadership and decision making.
e. Coping with organizational stresses, limitations and change.

3. Public Interest Values represented by knowledge of and commitment to:

a. Protection and fostering of individual rights, liberties and welfare.
b. Promotion of organizational equity and effectiveness.
c. Reconciliation of private interests with public objectives and needs.
d. Concern for the clients served by the organization.

4. Behavior as represented by:

a. Consistency, genuiness and integrity in human and organizational relationships.
b. Positive attitudes concerning individual growth and organizational improvement.
c. Willingness to share insights and experiences with others.
d. Recognition and understanding of variations in human and organizational motivations and approaches.
e. Participation in professional associations, internships and other forms of experiential learning.

D. Policy Analysis

1. Knowledge of:

a. Application of analytical and administrative tools to solution of public problems.
b. Processes by which policy is formulated, implemented, and evaluated.
c. Strategies for optimization and selection of alternatives.
d. Distinctive attributes of policy relative to specific functional areas; e.g., health, transportation, etc.

2. Skills in:

   a. Socio-economic analysis; e.g., cost-benefit analysis, social impact analysis, etc.
   b. Political diagnosis; e.g., public opinion evaluation, group power surveys, legislative-executive relationships, etc.
   c. Problem comprehension and interpretation; e.g., identification of strategic issues, liaison skills, advocacy, etc.
   d. Policy measurement, scaling and design.
   e. Program impact measurement; e.g., program evaluation, outcome or effectiveness measurement, etc.

3. Public Interest Values represented by knowledge of and commitment to:

   a. The use of data and analysis to enlarge the scope of public choice.
   b. Policies and programs which foster equality of opportunity and well-being.
   c. Measures to increase citizen understanding of public policies and their impact.
   d. Standards of program formulation and conduct.
   e. Procedures for full and fair assessment of program benefits and costs to various publics.
   f. Measures to increase client and public participation in public policy formulation and evaluation.

4. Behavior represented by:

   a. Ability to relate and integrate diverse factors to common objectives.
   b. Methods of adaptation to political and organizational pressures and constraints.
   c. Ability to bargain, compromise and arbitrate.
   d. Participation in professional associations, internships and other forms of experiential learning.

E. Administrative/Management Processes

1. Knowledge of:

   a. Administrative planning and organizational design.
   b. Management systems and processes including leadership, decision making, direction, and organization development and change.
   c. Personnel administration including staffing, training and collective bargaining.
   d. Finance and budgeting.
   e. Program evaluation and control.

2. Skills in:

   a. Conceptualizing, goal setting, organization design and program development.
   b. Work assignment and supervision.
   c. Negotiating and persuading.
   d. Monitoring, assessment and review.

3. Public Interest Values represented by knowledge of and commitment to:

   a. The role and use of organizations and administrative processes to achieve public objectives.
   b. Standards of efficiency and effectiveness in the conduct of the public's business.
   c. Standards of individual and organizational integrity and performance.
   d. Public surveillance and review by citizens and their elected representatives.
   e. A working environment conducive to individual fulfillment and the attainment of public confidence.

4. Behavior represented by:

   a. Openness to new ideas and proposals.
   b. Recognition and consideration of strengths, weaknesses and desires of others.
   c. Facility in applying management tools and processes to varied organizational situations and problems.
   d. Effectiveness in undertaking organization and management surveys.
   e. Participation in professional associations, internships and other forms of experiential learning.

Part II – Program Specializations

A. Level of Government

   1. Urban/Local
   2. State/Regional
   3. National
   4. International

B. Public Function (some examples)

   1. Community Development
   2. Criminal Justice
   3. Business Regulation
   4. Educational Administration

5. Environmental Administration
6. Finance and Budgeting
7. International Development Administration
8. Manpower and Employment
9. National Security and Arms Control
10. Personnel
11. Planning
12. Public Health
13. Public Works Administration
14. Transportation
15. Urban and Regional Planning

Content of Matrix: Part I – Subject Matter Areas

The matrix is composed of two major parts: Part I, Subject Matter Areas, and Part II, Program Specializations. Part I calls for the development of student competencies in five major subject matter areas: (A) The Political-Social-Economic Context of Public Affairs/Public Administration, (B) Analytical Tools: Quantitative and Non-Quantitative, (C) Individual/Group/Organizational Dynamics, (D) Policy Analysis, and (E) Administrative/Management Processes.

Divisions of Knowledge: Within each of these areas are listed basic divisions of knowledge which a professional degree should cover. Collectively these divisions encompass a wide range of disciplines and draw heavily upon the background and learning of the social and behavioral sciences, including specific fields of administrative science. Graduates of professional degree programs may give, by virtue of inclination or opportunity, more study and emphasis to some of these divisions of knowledge than to others and consequently show greater proficiency in selected fields. At a minimum, however, all degree candidates should be exposed to and have an understanding of the interrelationships of these fields and their uses for the public manager.

Skills: With each of the categories of knowledge in the matrix are associated skills which the graduate of public affairs/public administration programs should acquire. Some of the skills are conceptual and analytical in nature, others involve interpersonal relationships and still others require training in specific tools of management. Obviously, some graduates, by virtue of native abilities and training, will be more qualified in some skills than others, but all should be expected to have orientation to the range of attributes, techniques and proficiencies which make a qualified public manager.

Public Interest Values: A particularly significant matrix category signifying the competency of graduates from public affairs/public administration programs is education in public interest values. Found under this classification are the values to which a public manager

should be committed in conducting the public's business; values which particularly distinguish the field of public administration. They include a pervasive understanding of democratic institutions and practices and of the ways whereby the public interest is effectively served. Equally important, public interest values involve the development of a personal code of standards and ethics so essential to the quality and integrity of the public service. Inasmuch as there can be differences over the priorities of specific values, educational programs may reflect different value emphases; however, these should be made explicit in the literature describing content of the program.

Behavior: Finally, the competencies of public affairs/public administration graduates in knowledge, skills and values should be reflected in their behavior. For purposes of this matrix, behavior encompasses personal attitudes and values, the ability to interact effectively with other individuals and groups, and the capacity to adjust to diverse situations, particularly under conditions of stress and constraints. Although the concomitants of managerial behavior may be formally studied, they are also acquired through direct experience in situational contexts. Professional degree programs should, therefore, consciously plan and foster the students' behavioral training both in intramural and extramural settings. In particular, experiential learning should be provided through exposure to and participation with practitioners, public agencies, and professional organizations.

The divisions of the matrix should not be viewed as separate entities or as classifications for specific courses. Nor should any particular significance be attached to the ordering or sequencing of the divisions. On the contrary, the divisions should be perceived in terms of their interrelationships and with the recognition that a number of the divisions are interchangeable within the overall categories to attain reasonable proficiency in a given area. Of major consequence, therefore, is that the integrity of the educational program is measured, not only in terms of discrete units of student accomplishment, but from the standpoint of how well the graduate has assimilated, integrated, and demonstrated the knowledge, skills, behavior and values reflected in the subject matter areas of the matrix.

Content of Matrix: Part II – Program Specializations

Part II of the matrix deals with program specializations. As noted above, the subject matter of the matrix should be integrated with any program which specializes in the training of public managers for a special function or level of activity. Thus the matrix may be placed in the context of a level of government, e.g., urban affairs, national

administration, or international administration. Similarly, the matrix may be related to a public function such as environmental planning, finance and budgeting or transportation. The teaching materials or the situational contexts may be drawn from a particular level of government or program activity. Alternatively, the matrix may be supplemented with courses that focus upon the substantive aspects and problems of health, business regulation or other program specialties. In many cases these courses will be offered by other professional departments and schools in cooperation with or as a service for public affairs/public administration programs.

Some degree of program specialization may also occur within the context of the matrix. Within policy analysis, for example, the opportunity exists to apply the knowledge and skills of that category to a specific public function. Or, to use another illustration, the student pursuing a career in finance and budgeting probably will become more proficient in accounting than a student emphasizing personnel administration, who may focus more on developing skills interpersonal relations. However, specialization should not be carried to the point where essential managerial components of the matrix are neglected.

Applicability of Matrix

This matrix has been designed primarily for professional masters programs, notably the MPA degrees (Master of Public Affairs and Master of Public Administration). However, it may provide guidance to professional undergraduate programs (e.g., Bachelor of Public Administration), to continuing education programs (e.g., certificate programs) or to other programs which have as their objective the training of qualified public managers. It should be stressed that the matrix reflects the desirable professional competencies of graduates and not the number of years or courses necessary to attain competency. Therefore, any professional degree program professing to train public managers may be evaluated, as noted above, from the standpoint of how proficient the graduates are relative to the content of the matrix.

Although the length of time is not specified, many undergraduate programs in public affairs/public administration will find it difficult in contemporary college settings to devote the amount of attention necessary, amidst general academic field requirements, to appropriately cover the broad range of subject matter in the matrix. In these cases the matrix may be used as a guide for improving the preparation of students for more specialized graduate work. At institutions where the undergraduate program in public affairs/public administration has developed a strong professional focus throughout a four-year curriculum, the subject matter of the matrix may be

adequately covered. But here again the degree of professional competency attained in the undergraduate program will also depend upon the maturity, sophistication and experience of the student.

Some constraints concerning the applicability of the matrix also are present in conjunction with the continuing education student. More often than not, extension, extended degree and similar programs will be offered on a part-time basis over indefinite periods of time. Although students in these programs may have considerable relevant experience as practicing professionals, the opportunity to pursue needed subject matter of the matrix may not materialize, particularly where the work is taken at outposts some distance from the mother campus. Under these circumstances the continuing education student may find it difficult to fill gaps or integrate the various components of the matrix. The degree of professional competency attained, therefore, in continuing education settings will depend to a large extent on how the educational delivery systems can be effectively adapted to relate the content of the matrix to the learning needs of the students without loss of quality.

Jurisdictional Responsibility for Matrix

Within general university requirements and procedures, primary responsibility for the program content of the matrix must rest with the deans (directors or chairmen) and faculty of public affairs/public administration programs. This must include jurisdiction not only over courses, training methods and training facilities, but over the selection, counselling and placement of students. Successful fulfillment of the objectives of the matrix cannot be accomplished without careful intermeshing of all aspects of a professional development program. As recommended elsewhere in this Report, programs in public affairs/public administration should have the same degree of institutional and educational autonomy as accorded other professional schools in the university/college setting.

However, jurisdictional responsibility does not imply that all courses or training methods called for by the subject matter of the matrix must be offered by faculty of public affairs/public administration programs. Indeed, the interdisciplinary character of the matrix may make it both essential and desirable, particularly where a large multi-purpose professional public affairs/public administration school does not exist, for students to complete some of the academic requirements in other departments and professional schools. Nevertheless, under those circumstances it is incumbent upon the public affairs/public administration program to review frequently the appropriateness and content of courses and training programs given by other departments and professional schools and to see that public administration students have equal and continuous access to those offerings along with others.

An entering student may not have to pursue all phases of the matrix inasmuch as he/she may bring certain professional competencies into the degree program. Much, of course, will depend upon the student's previous educational background, professional experience and personal attributes. The undergraduate may bring to the graduate degree program a good foundation in the political/social/economic context of administration and/or have proficiency in a number of analytical methodologies. Similarly, the professional employee with substantial governmental service may have had considerable exposure to management processes or have developed organizational/behavioral skills. Where proficiency can be demonstrated in a particular subject matter of the matrix, the student should not be forced to spend time on this area merely to meet inflexible requirements of a degree program. Rather, the public affairs/public administration program should employ the matrix as an instrument for measuring students' pre-entry qualifications and subsequent progress and for developing a flexible schedule of educational requirements. Effective and continuous counselling and faculty evaluation, therefore, is particularly critical for maintaining standards of program quality and for achieving the public management competencies projected by the matrix.

Program Format

Length of Program

A professional masters degree program in public affairs/public administration should be of sufficient duration to enable the student to cover satisfactorily the subject matter content of the matrix, including program specializations. The areas of the matrix in which the student may be expected to demonstrate proficiency will depend upon his fields of concentration and career objectives. However, the student should be exposed to all areas of Part I of the matrix for the purpose of developing a meaningful understanding of the interrelationships of the various subject matters and their application to managerial settings and situations.

Students entering masters degree programs with little or no educational background or professional experience in the subject matter of the matrix should plan to spend the equivalent of two full academic years in coursework. Where students have had strong undergraduate preparation or have been engaged in managerial activities, some of the subject matter requirements might be appropriately waived or reduced. In no case, however, should the student expect to spend less than the minimum equivalent of a calendar year of formal coursework in addition to the internship to obtain a masters of public affairs/public administration degree.

A special responsibility rests upon masters degree programs to provide systematic coverage of the subject matter content of the matrix with schedules and frequencies of offerings to enable the student to make the most effective use of time. For many programs this will call for the introduction of new offerings or the reorganization of existing courses to relate and integrate the elements of public management into meaningful contexts for the prospective practitioner. The potential student should be encouraged to choose between programs on the basis of how well they cover the subject matter of the matrix in relation to program specializations in which he/she is interested.

The Educational Format

Professional masters degree programs are encouraged to offer the subject matter of the matrix in varying formats, including the conventional course, the intensive semester, weekend sessions, off-campus (on-site) instruction, and other modes. The educational format should take into consideration the nature of the subject matter to be dealt with, the composition of the student group, the instructional resources available, and other factors for the purpose of providing the most meaningful learning experience. In particular, professional education programs in public affairs/public administration should recognize that traditional classroom approaches alone are not adequate for providing potential practitioners with realistic exposure to the working environment of the public manager.

Special attention should be given to devising forms of educational instruction that meet the needs of the rapidly expanding number of in-career students who are seeking to improve their managerial competencies while holding full-time professional positions. Not all of these personnel are degree-bound, but nevertheless they constitute a significant portion of administrative manpower in the public service. Professional training programs in public affairs/public administration should make it possible for in-career students who are not masters degree candidates to further their studies through educational formats and delivery systems that provide the same level of instructional quality for those students who are enrolled to obtain a professional degree.

Regardless of the educational format used, the number of student-faculty contact hours for comparable courses and for the overall degree program should remain the same for instruction given in residence or in off-campus centers. However, nonresident and part-time public affairs/public administration programs should provide special learning opportunities that will compensate for the greater number of informal contacts of student to student and student to faculty that are available to the full-time resident student.

Also, the physical facilities and instructional resources should be conducive to the effective transmission of knowledge. This is particularly important when the educational program moves off campus where some of the learning aids such as libraries or computers are not readily available. Under those circumstances, the professional training program is obligated to work out alternative arrangements to maintain the quality of instruction.

Field Experience

As set forth in the matrix, experiential learning constitutes an indispensable element of the professional masters degree program. Provision should be made for students without a significant professional work background to have a carefully planned clinical experience. A recommended approach is the establishment of a full-time internship of at least three months (or its equivalent in a part-time internship) in a governmental agency or a quasi-governmental agency oriented to the public sector. Another approach might include student service as a junior member of a professional consulting team which is studying a governmental agency in depth. The essence of this recommended standard is a work experience which provides the student with a realistic exposure to an organization/bureaucracy environment through which to develop awareness of the internal dynamics of an organization and of the values and attitudes of public employees to both their clientele and their administrative-political superiors.

Internships, in particular, must be carefully planned and directed if the student is to have an educationally enriching experience. Representatives of government agencies and educational institutions must work closely together in arranging associations and assignments that will draw upon the student's proficiencies while at the same time enhancing his/her learning needs and career objectives. An educational director representing the academic institution should provide continuing educational supervision for the internship for which formal course or degree credit should be given.

Other experiential learning opportunities, such as field surveys of practicums, should be fostered by professional masters degree programs to relate theory and practice, but they should not be regarded as substitutes for those clinical opportunities which provide in-depth involvement in a public or quasi-public organizational environment.

Non-Residential Programs

Where it is deemed to be appropriate to the institutional mission and setting, professional masters degree programs in public affairs/public administration should be motivated to offer instruction at

off-campus centers in educational formats suitable for the full-time employee. However, as has been noted, off-campus work should be offered under the same standards and with the same quality as pertains to the full-time residential student.

A number of measures can be taken to assure that in-career students do not become step-children in a professional degree program. Most important is to have the full-time resident faculty continuously involved and committed to the educational development of the non-residential, continuing education program. This can best be accomplished by adhering to a standard that one-half of the educational offerings in off-campus centers should be given by faculty who hold full-time academic appointments in the institution offering the professional degree program. Not only will such an instructional obligation bring the campus-based teachers closer to the environment of the administrator, but it assures the in-career student access to and contact with outstanding faculty.

The quality of off-campus degree work also depends upon the availability of adequate counselling and placement services. These services are particularly critical for the in-career student who more often than not needs much help in his/her personal assessment of managerial competencies and career goals. Professional degree programs in public affairs/public administration should see counselling and placement of in-career personnel as a rich opportunity for moulding and strengthening managerial performance in the public service. They should work closely with public jurisdictions to develop meaningful continuing education programs for public service personnel.

Finally, the quality of off-campus degree work can be enhanced by building innovatively upon governmental and educational resources of the immediate community. Where the center does not have appropriate library holdings, arrangements should be worked out for students to have access to the benefits of a comprehensive library. Similarly, cooperative procedures might be initiated with other institutions for access to electronic data processing equipment and other learning aids. Government agencies within the area can be used as laboratories for student research, investigation and experience. In short, if the off-campus center is located in a community that is rich in governmental and educational resources, the possibilities exist for developing a more professionally rewarding program than on a more isolated residential campus.

Composition and Qualifications of Faculty

The development of a faculty with appropriate knowledge and skills and with clear commitment to the professional training of

public managers is indispensable to a strong and vibrant professional masters degree program in public affairs/public administration. The education of both pre-service and in-service students will be shortchanged if significant portions of the faculty associated with the program make public service training secondary to other educational goals. An outstanding managerial corps for the public service can never be achieved without dedicated teachers whose primary interest is the development of a profession of public managers.

Size of Faculty

The masters degree program should be composed of a full-time faculty of sufficient size and qualification to cover the subject matter of the matrix including program specializations. As a standard for a minimum program the public affairs/public administration faculty complement should not be less than five full-time persons. In a large or diverse program, faculty may be drawn from other professional schools and departments. However, there should always be assigned to the program a faculty nucleus with sufficient professional identity and community of interests to provide continuous surveillance and development of both residential and off-campus students and offerings.

Professional Competence of Faculty

Encouragement should be given to the employment of full-time faculty members who, in addition to other educational qualifications, have served in government positions or who have worked closely with public jurisdictions and agencies in advisory and consulting assignements. This will provide more of the professional-practitioner viewpoint and approach in instruction, a phase of training where many of the existing professional programs are weak. Masters degree programs should also be encouraged to appoint qualified practitioners as part-time faculty particularly for those subject matter areas of the matrix where the resident faculty lack expertise. However, to achieve good integration of the educational program and offerings, at least half of the courses at both the residential campus and off-campus centers should be given by full-time faculty of the institution sponsoring the masters degree program.

To strengthen relationships between public affairs/public administration programs and public agencies, greater interaction between faculty members and practitioners should be fostered. In addition to serving as part-time instructional staff, practitioners should be continuously involved in various aspects of the educational program such as participation in team teaching, colloquia, demonstration projects and practicums. They can assist with the planning, develop-

ment and evaluation of student internships and other clinical experiences. They should be members of school-appointed advisory committees concerned with program development, program evaluation and program relationships with the governmental community.

Similarly, faculty members should be encouraged to take sabbaticals and leaves of absence for governmental assignments to improve their understanding of the administrative environment and effectiveness as teachers in a professional field. They should be obligated to participate in the development and supervision of clinical experiences for students. They should serve as advisors to governmental projects and agencies and participate in the activities of professional associations, the latter providing a fruitful meeting ground for both academicians and practitioners. Efforts by faculty members to improve professional competence should weigh heavily in appointment and promotion evaluations.

Finally, to maintain a high quality of professional instruction, the masters degree program should establish a process for evaluating the individual course or offering, its contribution to the program curriculum, and the quality of its presentation on the part of both the full-time and part-time faculty. In this connection, the practitioner-teacher and the full-time faculty member can be of mutual assistance in improving the professional quality of each other's instruction.

Students Admission Policies and Services

To be effective professional training centers, master degree programs in public affairs/public administration must give prime consideration to the students, their aspirations and motivations, their educational needs and their career objectives. A student-centered program will place more emphasis upon looking at students in terms of their potential capacities as public managers than in terms of degree requirements that have to be fulfilled.

Accordingly, degree requirements in masters programs should be interpreted and applied flexibly, taking into account the educational and job experience background of students and their future plans. As has been previously noted, where a student can demonstrate competency in a particular category of the matrix, he/she should not be required to allocate time to this subject matter solely for the purpose of fulfilling inflexible degree requirements. Students should be encouraged early in their degree programs to try to define and clarify their career objectives so that their academic studies can be defined to meet particular personal development needs and gaps in background as related to career goals.

Admission Standards

Inasmuch as professional masters degrees in public affairs/public administration may encompass different specializations, each program should articulate its own admission standards including any specific requirements imposed beyond the minimum standards established by its college or university. In addition to grade point averages, graduate record examinations and other quantitative data, particular attention should be given to biographical essays, letters of reference, and other associational materials which give insights into the candidate's potential qualities as a public manager. For post-entry students proportionately more emphasis should be given to the character of professional experience in admissions evaluations. Also, specific procedures for recruiting and supporting minority and disadvantaged students should be an integral part of the admissions system.

Student Counselling and Evaluation

Strong and continuous counselling, responsive to student needs, should be conducted from the point of admission through graduation. Although counselling responsibilities may be centered in one individual or office within the public affairs/public administration school or program, all members of the faculty should participate in student evaluation processes. Evaluation systems for measuring the professional competencies of students should be established in relationship to knowledge, skills, values and behavior of the matrix. Students should be given appraisals of their progress toward professional competency at specific stages of their work. Students, in turn, should be encouraged to seek guidance and assistance from faculty members and practitioners associated with the program who have expertise and skills to impart on particular subject matter and specializations.

Placement and Career Guidance Services

The ultimate measure of success of a professional degree program rests upon how well graduates secure sought-after professional positions and upon the progress they continue to make in their professional careers. An important element, therefore, in the public affairs/public administration program is the provision for regular, adequate, and comprehensive placement and career guidance services. These services may be operated as a separate endeavor by the public affairs/public administration school or department or in conjunction with a university-wide office.

The placement and career guidance services should be available not only to current graduates but to alumni of the program. These

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services offer a means of maintaining closer contact and communication with practitioners who are former graduates. The practitioners in turn can provide useful information feedback concerning position openings and be helpful in working out suitable internships and other experiential opportunities. Effective placement and career guidance services depend upon having a coordinator (director) who has a broad knowledge of professional employment trends and who maintains a wide range of governmental contacts and relationships.

Records of Graduates

The masters degree program in public affairs/public administration should maintain records on the placement and career advancements of students who have graduated. These records should be supplemented by systematic evaluation including interviews with graduates for the purpose of determining the strengths and weaknesses of the training program.

These records should be used for (1) comparing the graduate's professional career progress with the evaluations that were made of his/her managerial potential as a student, (2) analyzing the effectiveness of various courses, specializations and other aspects of the program relative to the career progress of specific graduates, and (3) comparing the overall effectiveness of the training program *vis-à-vis* those of other institutions. Needless to say, the maintenance of records designed to foster the evaluation of the educational outcome of a professional training program in public affairs/public administration will go far toward improving the calibre and performance of the entire public management profession.

Program Organization and Jurisdiction

The establishment of standards concerning the organization and jurisdiction of professional masters degree programs in public affairs/public administration is difficult because of the many variations in institutional structure for carrying on degree programs. What is presented in this section is offered as an organizational model which encompasses criteria deemed to be important for achieving a strong professional training program. The important test for adopting any structural change is the degree to which it fosters more effective professional education and training of public managers together with the development of the public management profession.

The public affairs/public administration masters degree program should be offered under the jurisdiction of a unit, namely a school or department, which possesses the same degree of independence accorded other professional schools and departments within the institution. The unit should have sufficient powers and status to

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provide a professional thrust to the public affairs/public administration program and to maintain high visibility and close links with public agencies and the professional community.

The public affairs/public administration degree-giving unit should be headed by a dean, director or chairman who would be selected after consultation with the public affairs/public administration faculty. The unit should have a designated budget over which it exercises control.

Subject to general university requirements and procedures, the public affairs/public administration unit should have responsibility for the following functions:

- Appointment and promotion of faculty assigned to the unit.
- Establishment of courses and program specializations.
- Establishment of degree requirements and certification of degree candidates.
- Admission, counselling and placement of students.
- Supervising as to content, requirements, staffing and overall quality all off-campus programs in public affairs/public administration including non-degree, certificate granting and full-degree programs.
- Engaging in cooperative educational programs with other schools and departments within the college or university and with other educational institutions and governmental agencies.
- Maintenance of relationships with the professional community.

Facilities

Appropriate physical facilities should be provided to enable the public affairs/public administration school or department to carry out effectively the objectives of its program. While specific building, laboratory and other requirements will depend upon the size and diversity of the program including specializations, a recommended standard is that the facilities should be comparable to those of other professional schools and programs within the college or university.

Other sections of these standards and guidelines have stressed the need for adequate library holdings and other learning aids to support a professional training program of high quality. Within the framework of general university policy and practice, the public affairs/public administration faculty should have a strong voice in the organization and management of the collection which serves the needs of their students. For the library to be organized and managed within the public affairs/public administration school or department, or as a separate entity within the university or college library system, will help to ensure more effective utilization and better access for

public affairs/public administration staff and students. If the latter arrangement prevails, then the public affairs/public administration faculty should share directly in the responsibility for budget and expenditures for the public affairs/public administration collection.

Public affairs/public administration students should also have equal opportunity with other students to use computers, information and retrieval facilities, audio-visual communication systems and similar educational resources. As has been previously noted, if these are not available in off-campus centers, arrangements should be made with other institutions within the community that possess these facilities for student access and use. Educational institutions aspiring to offer high quality public affairs/public administration programs should endeavor to provide whatever learning instruments are necessary for developing the professional competencies of a public manager.

Implementation of Standards and Guidelines

These guidelines and standards are designed to provide information for evaluating the quality of professional masters degree programs in public affairs/public administration. They will be made available to students and faculty, educational institutions, public jurisdictions and agencies, professional personnel, and to others who may be concerned with improving the profession of public management.

For educational institutions in particular, the guidelines and standards provide criteria for undertaking a self-evaluation of public affairs/public administration programs. The National Association of Schools of Public Affairs and Administration (NASPAA) urges every educational institution that now offers a masters degree in public affairs/public administration to undertake an appraisal of the effectiveness of its program. If requested, NASPAA will provide, within the limits of its resources, appropriate technical assistance to the institution in this undertaking.

NASPAA will keep a record of institutions that have completed self-evaluation surveys. The summaries of findings, including proposed improvements, will be published. Through the exchange of information and data, NASPAA hopes to foster the advancement of professional training programs in public affairs/public administration as well as of the public management profession in general.

Appendix A

BACKGROUND AND FINDINGS OF GUIDELINES/STANDARDS STUDY

Background

The *Guidelines and Standards for Professional Masters Degree Programs in Public Affairs/Public Administration* grew out of a resolution adopted by the delegates to the 1973 annual conference of the National Association of Schools of Public Affairs and Administration held in San Diego, California. The resolution stated:

> That the president of NASPAA reconstitute the Committee on Standards and charge it with the task of gathering information necessary to enable the Association to work toward the development of guidelines for academic programs in the fields of public affairs and administration and to complete that task and circulate its report to the membership prior to the 1974 annual meeting. (Adopted April 1, 1973, San Diego, California.)

A study was conducted during the academic year 1973-1974 by the Standards Committee (whose membership is listed in Appendix B) assisted by Professor Ernest A. Engelbert from the University of California, Los Angeles. From the outset the Committee was motivated by the following considerations:

- to solicit information and views from a broad spectrum of educators and practitioners who were knowledgeable about the conditions and needs of education and training in public affairs/public administration.
- to give primary focus at this time to the professional masters degree in public affairs/public administration, recognizing, however, that the masters degree must be placed in contextual relationships with all levels of educational programs – undergraduate, graduate and continuing education.
- to foster the development of professional educational and training programs in public affairs/public administration in close conjunction and cooperation with employing jurisdictions and agencies for the purpose of meeting the managerial needs of the public service.
- to prepare a report which would be useful not solely to educational institutions but to all groups, from students to practitioners, who are involved or concerned with improving public affairs/public administration as a professional field.

The Committee gathered information from a number of diverse sources. The annual survey of graduate programs of NASPAA member institutions furnished much valuable statistical data on the character and content of schools and programs. Helpful communications were received from a number of educators and administrative officials throughout the country in response to a request for input into the work of the Standards Committee that was placed in newsletters sent to ASPA and NASPAA membership. Recent reports dealing with education and training for the public service provided useful background and analysis of important issues.

Various members of the Standards Committee conducted interviews with administrators and personnel directors of a selected number of state and local governments and special districts. Discussions at the federal level were held with administrative personnel from various agencies, notably the U.S. Civil Service Commission and the Office of Management and Budget in the Executive Office of the President. Some members of the Committee attended conferences which dealt with the quality of professional training for the public service. Several professional associations, drawing from their experiences in establishing guidelines and standards, gave helpful advice and counsel to the Committee.

To obtain a better understanding of the outlooks and needs of practitioners and public employing jurisdictions, the Standards Committee asked several prominent professional associations to lend assistance. These include the American Society for Public Administration, the International City Management Association, the International Personnel Management Association, the National Academy of Public Administration, the National Association of Counties and the National Training and Development Service. The memberships of committees designated by these professional associations to work with the Standards Committee are listed in Appendix C.

Summary of Findings

The following paragraphs provide a brief summary of the Standard Committee's findings which appeared to be particularly relevant for guidelines and standards for professional masters degree programs:

- Education and training in public affairs/public administration is presently experiencing a rapid growth and diversification at all academic levels, undergraduate, graduate and continuing education. Enrollments at the undergraduate level are more than twice what they were a decade ago, while at the graduate level degree candidates have tripled during the last ten-year period. Recent years have also witnessed the creation of new types of educational and training programs in urban affairs, criminal justice, public health, and other

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fields as institutions responded to meet the needs for administrative talent in the public service. Of significance is the increased job-oriented outlook of students in programs at both the undergraduate and graduate levels who, in contrast to a few years ago, appear to be seeking training that is occupationally useful. This is especially true for the part-time graduate student who now outnumbers the full-time graduate by more than two to one in public affairs/public administration programs.

• Despite the growth and vitality of education and training programs in public affairs/public administration, educators responsible for directing programs are faced with some major problems and difficulties in operating a high quality professional program. Perhaps most noteworthy is that there is no clear differentiation between different levels and types of professional programs and program specializations. For example, the Committee found some associate of arts degree programs with more course specializations than some bachelor degree programs and some undergraduate programs with greater professional emphasis than was shown in some masters degree programs. Program differentiation is further obscured by unplanned intermingling of full-time and part-time students, those with and without work experience, and students with different educational needs and career objectives. Particularly for those public affairs/public administration programs which have not clearly articulated for whom and what they are training, the nature and quality of the educational product is difficult to ascertain.

• At the masters level, among programs purporting to train persons with capacities for public management, great variety exists with respect to program length, the range of subject matter to be offered, core requirements, the nature of specializations, the use of practitioners as teachers, the availability of counselling and placement services, the amount of credit granted for experience, and other factors. At the one extreme, programs may be found which are one year in length, have few subject matter requirements and give credit for experience for more than half of the units needed for the degree. At the other extreme are masters programs which can be more than two years in duration depending upon the student's previous educational background, have a well-defined subject-matter core, specify required course sequences, and allow few course electives. As matters now stand, the masters degree in public affairs/public administration is the only professional degree among all professions that are training for the public service for which guidelines and standards have not been drawn to assure program quality. The evidence shows that the clientele – students and employers – are bewildered by the profuse variations in programs in their respective searches for a worthy professional education and competently trained personnel.

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• The threat of the "cheap" professional degree in public affairs/public administration is growing with pressures emanating from several sources. Practitioners working full-time who are desirous of enhancing their employment status constitute a fertile market for easy programs that can be completed as quickly as possible. Accommodating schools seeking to make the "fast buck" are moving into communities around the nation where a potentially profitable clientele exist. Non-residential and often innovative programs spawned by respectable institutions in financial distress are operating with poor supervision and lower standards than prevail on the mother campus. Indeed, institutions without substantial public or private funding, yet endeavoring to maintain high quality programs under great financial strain, currently face the danger of having their programs undermined by the loss of students who, in the absence of educationally or professionally accepted standards, gravitate to the "cheap degree" program.

• The diffuseness of program content, the non-existence of agreed-upon criteria for measuring program quality, and the lack of a professional focus have resulted in difficult institutional relationships for public affairs/public administration programs in the college-university setting. Public affairs/public administration schools and programs find themselves competing with other professional schools and programs for resources and facilities without the professional support that other professions get from their accrediting associations. The director of a public affairs/public administration program cannot use the leverage of profession-wide standards in negotiation with college deans and presidents for improving the faculty-student ratio, for providing better course balance, for enhancing counselling service, etc. A large number of programs have not been able to achieve sufficient organizational and program autonomy to operate effectively. In short, public affairs/public administration programs in many institutions are suffering in their efforts to improve quality because much of the academic and administrative hierarchy do not view these programs as truly professional education.

• The proliferation of courses and program specializations in management and administration taking place in many universities is complicating relationships between public affairs/public administration and other professional schools and programs. Within different public affairs/public administration programs may be found specializations in health administration, educational administration, urban planning, criminal justice, to mention a few. Within schools of business (a number of which are changing their names to schools of management or administration) some of the same program specializations, including public administration, have been created. Similarly, in other professional schools may be found courses and program specializations deemed competitive with work offered by the public

affairs/public administration unit. As universities move toward more rationalization of courses and specializations among professional schools, public affairs/public administration programs more often than not will suffer a disadvantage in jurisdictional disputes because the subject matter content and boundaries of its professional field are amorphous and ill-defined.

• Steps now being taken by the American Assembly of Collegiate Schools of Business to accredit programs in public administration, urban administration, and other public sector management programs within schools of business could have some serious consequences for public affairs/public administration programs at many institutions because the latter do not bear some professional seal of approval. For better or for worse, academic institutions point with pride to programs for which they have received accreditation, with the record showing accredited programs also winning greater financial support. Similarly the evidence indicates that the more progressive public jurisdictions and agencies give employment preference to graduates from accredited programs, so that students graduating from high quality, but non-accredited, programs may fare less well. The directors of at least some public administration, public sector oriented programs in the schools of business view the AACSB developments seriously and have informally indicated that it will be to their programs' advantage to seek accreditation through AACSB if the proposed provisions are adopted.

• Practitioners and employing agencies are expressing increasing dissatisfaction with the major variations in educational content and professional focus found in public affairs/public administration masters programs. They find the graduates of these programs differing substantially in their knowledge, skills and competencies for public management. A number of public jurisdictions, therefore, are turning to Master of Business Administration programs for administrative talent inasmuch as the business schools are deemed to produce a more uniform and consistent educational product. If dissatisfaction with qualifications of public affairs/public administration graduates becomes widespread, the implications for the public service could be far reaching. Generally speaking, public employers would welcome the establishment of guidelines and standards for professional degree programs if for no other reason than to improve the civil service selection process.

• Finally, there appears to be some evidence that public affairs/public administration is losing ground *vis-à-vis* other professions in the public service because of its lack of status as a professional field. The U.S. Civil Service Commission, for example, has established special educational requirements for entry-level positions for each of the major professions with the exception of public affairs/public administration. Indeed, only a few jurisdictions throughout the

country have designated any positions to be filled by public affairs/public administration degree holders such as now exist for other professions. While the desirability of creating positions to be filled exclusively by persons bearing professional degrees may well be debated, the fact remains that civil service systems presently give little recognition or preference to the public affairs/public administration profession or to the graduates of professional training programs in this field.

Alternative Courses of Action

On the basis of its investigations and findings, the Standards Committee considered three alternative courses of action. The first alternative explored was the preparation of a report for the NASPAA membership with a recommendation that the establishment of Guidelines and Standards for professional masters degree programs were not necessary at this time. A recommendation "to do nothing" would have been based on the assumption that undesirable trends set forth in the findings were those associated with a growing and changing profession which would be self-correcting as the profession advanced and matured. The Committee rejected this alternative because the members felt (1) that conditions described would deteriorate with unfortuante consequences for all schools and programs, (2) that lurking in the background was the possibility of outside intervention by institutional accrediting associations or state licensing boards, and perhaps most important (3) that the educational profession of public affairs/public administration should not sit passively by but should give positive leadership to the development of more effective educational and training programs.

A second course of action discussed by the Standards Committee would have involved a recommendation to transform NASPAA into a full-fledged accrediting association with powers similar to those possessed by other accrediting bodies. The Committee studied the requirements and practices adopted by other professional associations to improve the quality of educational programs and the competencies of graduates. While the members found much that was laudatory in formal accrediting systems, they felt that this was the wrong route for NASPAA to go, primarily because (1) formal accreditation resulted in over-standardization and conformity at the expense of program innovation and creativity, (2) the diversity of existing NASPAA programs made this an undesirable system to impose and perhaps impossible to implement, and (3) the Committee felt that an alternative system could be devised that would place the responsibility upon each institution for improving the quality of its public affairs/public administration program rather than upon an outside accrediting association.

Accordingly, the Standards Committee chose to follow another course, namely the formulation of guidelines and standards which focus (1) upon the development of the overall profession of public management and (2) upon the goals to be attained rather than upon requirements to be imposed. Moreover, it chose to make the guidelines and standards relevant not only for educational institutions, but for students, public service employers, practitioners and others who are concerned with the evaluation of education and training programs in public affairs/public administration. The Standards Committee held the conviction that the time had come when the National Association of Schools of Public Affairs and Administration should give leadership to the improvement and development of the profession of public management.

Appendix B

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**Report prepared with the assistance of Ernest A. Engelbert.

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Appendix C

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Appendix D

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